



Cultures of Safety in Corrections

Supervising a Sexually Safe Culture

Professional Boundaries and the Importance
of Perception Facilitator Guide

2020



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Acknowledgments

The PREA Resource Center (PRC), a project funded through a cooperative agreement between the Bureau of Justice Assistance (BJA) and Impact Justice, is working to address sexual safety in confinement, and to assist state and local jurisdictions with implementation of the Department of Justice National PREA standards.

Notice of Federal Funding and Federal Disclaimer – This project was supported by Grant No. 2015-RP- BX-K001 awarded by the Bureau of Justice Assistance. Points of view or opinions in this document are those of the author and do not represent the official position or policies of the United States Department of Justice.

TMG would like to thank PRC for its continued support and championing for sexual safety in all confinement as well as its commitment to PREA.

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The Moss Group
1312 Pennsylvania Avenue, SE
Washington, DC 20003

This training is provided by The Moss Group, Inc. (TMG), a Washington, DC-based criminal justice consulting firm. Our mission is to be a trusted partner to leaders and their organizations in creating optimal safety and well-being for staff and those persons under their care. We specialize in assisting state, local, federal, and private organizations in developing strategic solutions to often sensitive issues that face correctional administrators. Our customer-focused philosophy ensures we deliver programs, products, and solutions on issues responsive to our customer's needs.

Cultures of Safety in Corrections Overview

Goals

This scenario and guide are a component of a training package of interactive vignettes to be used to supplement existing training. It is designed for trainers in adult corrections and juvenile justice to supplement training sessions with interactive, pragmatic scenarios to encourage class discussion and ensure a deeper understanding of creating a culture of sexual safety. The goals for this curriculum are listed below.

- Build upon pre-existing knowledge of the Prison Rape Elimination Act (PREA) Standards, and best practice in prisons, jails, community confinement, and juvenile detention facilities to support a culture of safety, especially sexual safety.
- Provide pragmatic, reality-based scenarios to first- and second-level supervisors for working with staff and ensuring a culture of respect and safety.
- Provide resources to trainers related to subject matter to ensure effective delivery of the material.
- Offer alternatives to corrections and juvenile justice facilities for training first- and second-level supervisors by providing facilitation alternatives, such as small group work, shift briefing, and individual work exercises.

Target Audience

This material is designed to support first- and second-level supervisors in establishing and maintaining day-to-day cultural norms that support sexual safety with those whom they supervise by gaining staff buy in, using effective communication skills, and role modeling appropriate behaviors when responding to allegations of sexual assault and harassment.

Facilitator Qualifications and Expectations

The facilitator should be an individual with strong facilitation skills who consistently demonstrates respect for training participants and has established credibility in their agency or as an agency stakeholder. It is encouraged to supplement the material with related examples from participants and facilitators experiences to strengthen the connection with training concepts.

Effective facilitation is influenced by class size, time management, and comfort with the subject matter. Facilitators are expected to plan for a variety of delivery methods and facilitation strategies in advance of the training, such as small groups, triads, or large group discussion, and debriefing strategies. Tips have been added to the guide on options for modification based on class size, time, and experience with the subject matter.

Facilitator Guide Organization

Each lesson contains detailed facilitation notes to assist in the effective delivery of the vignette. The facilitation notes contain everything needed to teach; however, it's encouraged to include relevant examples from your experience, as appropriate. During the activity, refer to the facilitator guide to stay on track with time and ensure that all key points are addressed. A three-column text box is used to demonstrate the intended design of the activity, which is further explained below.

Icons	Facilitator Script or Talking Points	Timing (mins.) 0.0 Notes and Resources
References additional training features.	Say: <i>Recommended script to use.</i> Do: <i>An action for the facilitators to take.</i> Ask: <i>A discussion question for the group.</i>	<i>Guidance on facilitation, source citations, and additional resources.</i>

Facilitator Icons

This facilitator guide enables the facilitators to easily scan each page, using facilitator icons to quickly visualize if an additional training feature is being used. The icons are in the first column on the left. The following icons are used throughout this curriculum and signify each type of activity or action that is incorporated into a slide.



Chart on Pad indicates when to document on an easel pad.



Multimedia indicates when to show a multimedia file.



Handout indicates a supplemental document to be distributed to the class.



Small Group Activity contains the instructions for completing an activity in a small group.



Individual Activity indicates when each participant will conduct an activity.



Large Group Discussion indicates the opportunity for open discussion.

Resources and Supplemental Materials

This section is located at the end of each scenario and contains resource material for conducting the activities, including tip sheets for activities, participant handouts, and additional resources related to the subject matter and facilitation skills.

Professional Boundaries and Perception Scenario

Objectives

1. Discuss the importance of professional boundaries and the eight main types of boundaries.
2. Define the importance of perception as a supervisor and the significance of impact versus intent.
3. Review a scenario and discuss its implication to safety and culture.

Timing

This is a 60-minute lesson plan.

Instructional Outline

This instructional outline is a blueprint for the session. It provides an overview of the slide number, title, and anticipated duration for each slide. Use the instructional outline to conduct the session within a predictable timeframe, keep track of progress, and make modifications as needed.

Slide No.	Activity	Minutes
1	Culture in Corrections: Boundaries and Perception	1
2	Boundaries and Perception Objectives	1
3	Importance of Boundaries	4
4	Types of Boundaries	2
5	Small Group Activity	18
6	Practitioner Perspective	3
7	Importance of Perception	5
8	Intent vs. Impact	2
9	Scenario, Part One	4
10	Scenario, Part Two	4
11	Scenario, Part Three	4
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13	Thermometer vs. Thermostat	3
14	Commitment Statement	4
15	PREA Resources	1
16	Thank You	--
Estimated Total Time (minutes):		60

Culture in Corrections: Boundaries and Perception

Cultures of Safety in Corrections: Supervising a Sexually Safe Culture

Professional Boundaries
and the Importance of Perception

Month XX, XXXX



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Slide 1		Timing (mins.)
Icons	Facilitator Talking Points	Notes and Resources
	<p>Do: Welcome the class to the Professional Boundaries and the Importance of Perception module within the <i>Culture in Corrections</i> training package.</p> <p>Say: <i>In this module, we will focus on the role of a supervisor in maintaining professional boundaries and the importance of perception in managing your credibility and reputation with the staff who you supervise.</i></p> <p>Ask: What does it mean to manage your perception?</p>	1

Objectives

Objectives

- Discuss the importance of professional boundaries and the eight main types of boundaries.
- Define the importance of perception as a supervisor and the significance of impact versus intent.
- Review a scenario and discuss its implication to safety and culture.

2

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Slide 2	Timing (mins.) 1	
Icons	Facilitator Talking Points	Notes and Resources
	<p>Do: Review the objectives on the slide.</p>	

Importance of Boundaries

Importance of Boundaries

Boundaries help with the following:

1. Protect other staff.
2. Protect the population.
3. Foster an environment of respect and dignity.
4. Demonstrate professionalism.
5. Enhance treatment.
6. Prevent ethical concerns.
7. Maintain order.
8. Preserve reputation and pride.

3



Slide 3 Icons	Facilitator Talking Points	Timing (mins.) 4 Notes and Resources
	<p>Say: <i>Boundaries are important for several reasons. Most notably, they help to keep us all safe—staff and the population.</i></p> <p><i>The key to a sexually safe culture is fostering an environment that encourages respect, through daily language and appreciating the diversity of staff member’s life experiences.</i></p> <p><i>Think about the mission of our agency. Most staff act professionally and care about the “why” of what they do. However, when any staff member behaves unprofessionally, they lose focus of their role to create a safe environment that supports positive outcomes for the population and the staff. Thus, the population loses trust and respect in the staff and are more likely to act out and not actively seek treatment and programming.</i></p> <p><i>Supervisors must ensure that staff make the connection between their behavior and the way the population might interpret it—perception is important.</i></p> <p><i>Further, when staff maintain professional boundaries, we limit ethical concerns, such as gestures or comments being misinterpreted. And lastly, a crucial outcome of demonstrating professional boundaries is having pride in the work that you do. When staff feel appreciated, valued, and that they are making a difference, job performance and satisfaction increase.</i></p>	

Types of Boundaries

Types of Boundaries

 Role	 Time
 Place and space	 Gifts and services
 Clothing	 Language
 Self-disclosure	 Physical contact

4

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Slide 4

Timing (mins.) 2

Icons

Facilitator Talking Points

Notes and Resources



Do: Divide the class into small groups and assign one or two boundaries to each group, dependent on class size. It is recommended to have at least four groups of five participants with two assigned boundaries for each group.

Ask groups to answer the questions on the following slide for each boundary.

Small Group Activity

Small Group Activity

Professional Boundaries

In your small group, discuss the following questions for each assigned boundary. Be prepared to report out to the class.

1. What are some examples for respecting this boundary? With staff? With the population?
2. How can this boundary be challenging for staff? For supervisors?
3. How can you, as a supervisor, help your staff with maintaining this boundary?

5

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Slide 5

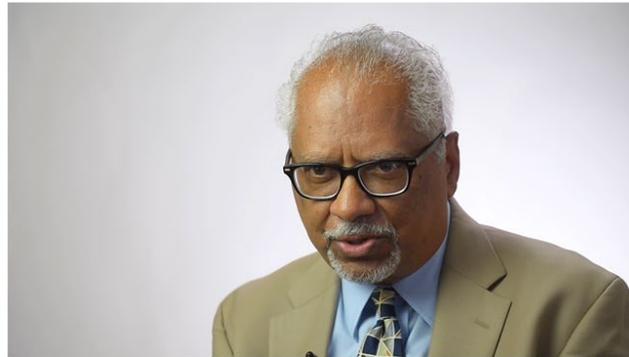
Timing (mins.) 18

Icons	Facilitator Talking Points	Notes and Resources
 	<p>Do: Ensure that each group has identified a reporter, recorder, and facilitator for the group.</p> <p>Allow the class up to 8 minutes to discuss the questions and record responses.</p> <p>Instruct each group to report out on their responses and facilitate discussion or confirm responses with the provided debriefing document.</p> <p>Once a group has reported out, ask the other groups if there were anything things they would like to add.</p>	

Practitioner Perspective

Practitioner Perspective

What is the importance of boundaries as a supervisor and the perceptions of staff?



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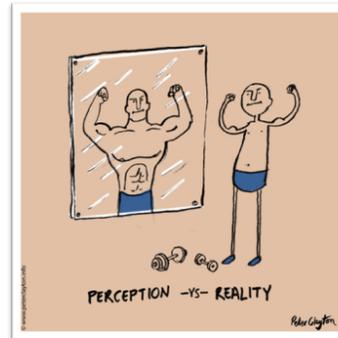
6

Slide 6		Timing (mins.) 3
Icons	Facilitator Talking Points	Notes and Resources
 	<p>Say: <i>Let's hear from practitioners in the field about the importance of boundaries as a supervisor and the importance of the perceptions of staff and the population in maintaining your credibility and reputation.</i></p> <p>Do: Play the clip.</p> <p>Ask: <i>What do you think about the concept of perception and being "under a microscope?" Do you feel that way at times?</i></p> <p><i>How does this message support how you all responded in the group activity? (Specifically related to clothing, role, place, and space, etc.)</i></p> <p><i>Why is perception important?</i></p>	

Importance of Perception

Importance of Perception

- Perception is how we view and interpret the events and situations in the world around us.
- It is subjective and becomes our reality.
- This is how we form the basis for how we react.
- We have varying degrees of readiness and tolerance.
- It has important connections to job satisfaction, performance, and motivation.
- The perception of the situation may have critical unintended outcomes.



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Slide 7

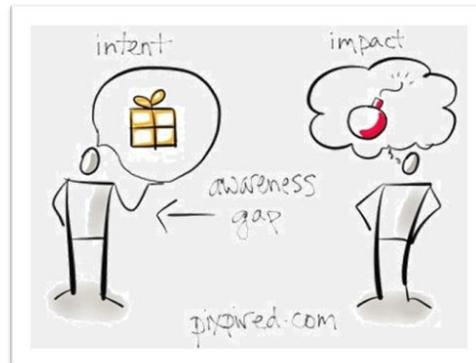
Timing (mins.) 5

Icons	Facilitator Talking Points	Notes and Resources
	<p>Say: Perception is important because it's how each of us gathers information from our environment to form our reality.</p> <p>Each staff member comes with different life experiences, and these experiences can affect how we approach or react to situations. Although it is subjective, it is still reality, and based on these truths of everyone's, reactions to the same event may vary from staff member to staff member based on varying levels of readiness and tolerance.</p> <p>Note: Readiness refers to the timing. It factors in recent or past trauma, maturity, tenure, and acuity. Varying tolerance levels refer to the ability to cope in certain situations and can lead to inconsistencies amongst staff. For instance, one staff member may not find certain language offensive when another staff member would.</p> <p>Say: As we mentioned earlier, it's important as a supervisor to ensure that staff make the connection between their behavior and the way the population and other staff may interpret it.</p> <p>The last point refers to a concept that we will now expand upon, related intention versus impact. This important concept will help you as a supervisor understand that the way something is perceived is significant because that's what influences the reaction. The intention behind the behavior may not be the message that is received.</p>	

Intent vs. Impact

Intent vs. Impact

The manner in which a situation is perceived is based on its impact, not always its intent.



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8

Slide 8

Timing (mins.) 2

Icons

Facilitator Talking Points

Notes and Resources

Say: Understanding the gap between intent and impact is critical for modeling the behavior you expect to see from your staff and to protect your credibility. Ensuring that your actions match your instructions is the most effective way to limit what is open for interpretation.

Show of hands: how many of you, whether communicating at work or at home, have experienced someone not understanding you, or being offended when you were “just trying to help?”

You may see this happen often during performance reviews or when giving feedback to your staff.

What sometimes we see as a gift—that we are offering words of wisdom—can be perceived and received adversely. The important thing to understand is that if your message is perceived as untimely or hurtful, the message gets lost or distorted.

It’s up to you to use your best judgment and to respect that, even if it’s not what you meant, that’s how it was perceived, and that needs to be acknowledged before moving forward. Keep this concept in mind as we review the following scenario.

Scenario, Part One

Scenario, Part One

What might the officer's perception of this situation be?



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9

Slide 9	Facilitator Talking Points	Timing (mins.) 4
Icons		Notes and Resources
 	<p>Do: Before playing the clip, set the scene for the participants. This scenario takes place in an adult male facility. A supervisor walks into a housing unit and engages in questionable dialogue with a group of individuals sitting at a table, which is observed by an officer on the unit as well as a case manager.</p> <p>Ask participants to pay attention to the actions of the supervisor (Sgt. Thelan) and how his actions could have been perceived.</p> <p>Play the clip.</p> <p>Debrief the clip. The following are example questions to use to guide the conversation:</p> <p>Ask: What behaviors did the supervisor display that crossed a boundary?</p> <p>What might the officer's perception of this situation be?</p> <p>What might the case manager's perception be?</p> <p>Say: So, now we know that the officer has shared his observations with someone on the phone. In this next clip, we will see that the captain overheard the conversation and is going to talk to the officer about it.</p>	

Scenario, Part Two

Scenario, Part Two

How did the captain handle the situation?



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10

Slide 10

Timing (mins.) 4

Icons	Facilitator Talking Points	Notes and Resources
 	<p>Ask: <i>If you were the captain, what would you want to know from the officer? What would you ask?</i></p> <p>Do: During this next clip, pay attention to what the supervisor says and be ready to discuss what you think he did well and what he could have done differently.</p> <p>Play the clip.</p> <p>Debrief the clip. The following are example questions to use to guide the conversation:</p> <p>Ask: <i>What did the captain do well?</i></p> <p><i>What could he have done better?</i></p> <p><i>What were the officer's concerns?</i></p> <p><i>What would you do next?</i></p>	

Scenario, Part Three

Scenario, Part Three

What did the captain do well? What could he have done better?



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11

Slide 11

Timing (mins.) 4

Icons

Facilitator Talking Points

Notes and Resources



Do: Play the clip.

Debrief the clip. The following are example questions to use to guide the conversation:

Ask: *What did the captain do well?*

What could he have done better?

How would you prepare for this conversation with the sergeant?

- *What would you want to say?*
- *What would you want to know?*

Scenario, Part Four

Scenario, Part Four

How did you see the concept of intent versus impact presented here?



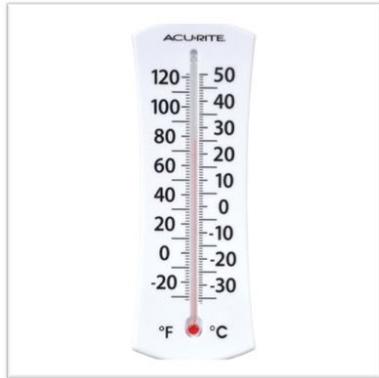
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12

Slide 12	Timing (mins.)	4	
Icons	Facilitator Talking Points	Notes and Resources	
 	<p>Do: Play the clip.</p> <p>Debrief the clip. The following are example questions to use to guide the conversation:</p> <p>Ask: What did the captain do well?</p> <p>What could he have done better?</p> <p>What were the captain's concerns for the sergeant and the facility?</p> <p>What was the Sgts. intent versus impact?</p> <p>What would you do next if you were the captain?</p> <p>Say: This scenario highlights the importance for supervisors to address situations promptly and effectively. The captain did a good job connecting the importance of perception to the safety of the facility and he encouraged the supervisor to be a more positive influence on cultural norms.</p>		

Thermometer vs. Thermostat

Thermometer or Thermostat



13

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Slide 13

Timing (mins.) 3

Icons

Facilitator Talking Points

Notes and Resources

- Say:** One takeaway message from this scenario is to think about the difference between a thermometer and a thermostat. One signals the existing temperature of the room while the other actively engages and changes the temperature of the room.
- Ask yourself, when you're entering the workplace or performing your duties: Do you move along with the group, and follow the temperature? Or do you do actively seek to change the temperature (behaviors) into a more comfortable and safer environment?
- Ask:** As a supervisor, which do you think you should be?
- Say:** Remember, we are all responsible for our own actions and you have control over outcomes. Acknowledge the role you play in a situation, as well as the model you should be setting for you staff. Be sure that you're moving the dial into a zone that promotes a culture of sexual safety and defines what will be encouraged and what will not be tolerated.
- Let's talk about some commitments that you can make as a supervisor to ensure that you're being the thermostat for culture change.

Commitment Statement

Commitment Statement

“As a supervisor, to ensure that I model professional boundaries and am perceived as a professional, I will continue to _____, stop _____, and begin to _____.”



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14

Slide 14

Timing (mins.) 4

Icons

Facilitator Talking Points

Notes and Resources



Do: Ask the class to think about boundaries and staff perception, specifically what they can do as a supervisor to model appropriate boundaries to promote a culture of safety and respect.

Encourage the class to draw on all the activities and material that's been covered to identify goals that they can achieve in the near future.

Call on willing participants to share the commitment statement. Ideally all participants will be able to contribute.

PREA Resources

PREA Resources

PREA

- Talk to the agency PREA Coordinator or the PREA Compliance Manager.
- Visit the PREA Resource Center website: <http://www.prearesourcecenter.org>.

Report

- National Prison Rape Commission Report, June 2009
 - Finding 2, page 5

15



Slide 15		Timing (mins.)
Icons	Facilitator Talking Points	1
	Do: Instruct participants on where they can go for additional information and resources about PREA and sexual safety.	

Thank You

Thank you!

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Slide 16		Timing (mins.) -
Icons	Facilitator Talking Points	Notes and Resources
	<p>Do: Close the module, thank the participants for their time and attention, and ask the class if there are any additional questions related to the subject.</p>	